

Missouri Assessment Program



Test Coordinator's Manual

Schedule of Important Dates for the Spring 2004 Testing Program

The Spring 2004 Missouri Assessment Program (MAP) includes the following two required and two voluntary content areas:

Required

Communication Arts Assessment for Grades 3, 7, and 11
Mathematics Assessment for Grades 4, 8, and 10

Voluntary

Science Assessment for Grades 3, 7, and 10
Social Studies Assessment for Grades 4, 8, and 11

March 8–March 15, 2004 Test Materials Arrive in Districts

Testing Windows

March 29–April 16, 2004 Administer Early Return Assessments

March 29–April 30, 2004 Administer Regular Return Assessments

Return of Materials

AS SOON AS TESTING IS COMPLETED, but no later than

April 23, 2004 Contact CTB/McGraw-Hill for Pickup of
Early Return Testing Materials*

May 3, 2004 Contact CTB/McGraw-Hill for Pickup of
Regular Return Testing Materials

Test Results

August–September 2004 Reports Shipped to Districts

*Schools participating in Early Return Testing will be notified by the Missouri Department of Elementary and Secondary Education.

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Contents

Schedule of Important Dates for the Spring 2004 Testing Program	Inside Front Cover
Partners in the Missouri Assessment Program	ii
Introduction	1
The Success of the MAP	1
Summary of 2004 MAP Changes	2
Glossary of Terms	3
Guidelines for Testing	7
Inclusion of Special Populations	7
2004 MAP Student Status Definitions	8
Students Taking the MAP Out-of-District.....	9
Homebound Students	10
Home School Students	10
Makeup Sessions	10
Student Absences.....	10
Large Print and Braille Procedures	10
Invalidation Procedures	11
Test Coordinators' Roles	12
Step 1 Review Your Testing Materials	14
The Test Coordinator's Packet	14
The Testing Materials	15
Verifying Shipment of Test Coordinator's Packet and Testing Materials	15
Step 2 Distribute Testing Materials	16
Step 3 Collect Testing Materials	20
Step 4 Check the Organization of Materials Collected.....	22
Step 5 Check the Student Identification Sheet (SIS) and/or Student Information Form (SIF)	24
Physical Condition	24
Student Identification Information	25
Special Codes Grid	28
Collecting Socioeconomic Status (SES) or Student Free/Reduced-Price (SF/RP) Meal Status Information	30
Step 6 Check Group Information Sheet (GIS)	32
Step 7 Complete the School/Group List	35
Step 8 Complete the MAP School Building Survey	38
Step 9 Organize Materials for the District Test Coordinator	40
Step 10 Package and Ship Testing Materials	41

Partners in the Missouri Assessment Program

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A Message from Your CTB/McGraw-Hill Scoring Process Team

Because we know your time is valuable and because we appreciate having you as a customer, we at CTB/McGraw-Hill are working to make the scoring process as fast and efficient as possible.

As part of our effort, we have designed this manual to help you organize and assemble the MAP testing materials that will be sent to us for scoring. We have described in sequential order the steps that you should follow in the checking and assembly process and the information that should be included to ensure that your testing program is successful for students, teachers, parents, and schools.

If you feel this manual is not clear, or if there is additional information you need, please call us and we will help in any way we can.



1-800-544-9868, Option "1"
7:30 A.M. to 7:30 P.M. Central Time

Introduction

We appreciate your assistance in the administration of the Spring 2004 Missouri Assessment Program (MAP). Four content areas will be tested in the following grades:

- Communication Arts Assessment for Grades 3, 7, and 11
- Mathematics Assessment for Grades 4, 8, and 10
- Science Assessment for Grades 3, 7, and 10
- Social Studies Assessment for Grades 4, 8, and 11

The Communication Arts and Mathematics Assessments are required this spring for all school districts. The Science and Social Studies Assessments are voluntary this spring for all school districts. Although the Science and Social Studies Assessments are voluntary, the same accountability rules as required by the Missouri School Improvement Program (MSIP) must be followed. Districts are to account for every student eligible to participate in the Science and/or Social Studies Assessments. Reports will be produced for all four content areas.

The Examiner's Manuals and large white envelopes will be included with the test books in a separate shipment. Please refer to the Examiner's Manual for information on administration procedures and completion of special codes.

The purpose of this *Test Coordinator's Manual* is to provide instructions to District and School Test Coordinators for securing, distributing, and returning testing materials to CTB/McGraw-Hill for scoring. If your district does not have Test Coordinators at the school level, the District Test Coordinator should assume both roles. **Please read these directions carefully before distributing any materials.**

The Success of the MAP

Please take the time to read this manual. Completing the steps for checking and assembling the testing materials is essential to the success of the MAP and for a more prompt processing of score reports.

This manual contains the following important information:

- the District Test Coordinator's (DTC) responsibilities for reviewing, distributing, and returning testing materials
- the School Test Coordinator's (STC) responsibilities for distributing, collecting, organizing, and checking testing materials; checking Group Information Sheets (GISs); completing School/Group Lists and School Building Surveys; and organizing materials for the DTC

DTCs and STCs should read **all** sections so that each Test Coordinator understands the detailed process and the roles of others involved. Remember, STCs should contact the DTC if help is needed. If the DTC is unable to answer a question, the DTC should call the Missouri Assessment Program Service Line at 1-800-544-9868 and select option "1."

Summary of 2004 MAP Changes

Every year numerous procedural changes occur that significantly affect the administration of the MAP. Below is a list of **some** of the changes that are being implemented this year. This list should only be used as a guide. It **does not** include all of the changes that have been made this year. As always, it is important to read the entire *Test Coordinator's Manual* each year. The following are changes reflected throughout this *Test Coordinator's Manual*.

- The deadline to request additional 2004 MAP testing materials is April 12, 2004.
- Security barcode information is located on Pages 5, 12–14, 16–17, 19–20, and 40–43.
- The process for scheduling the pickup of testing materials is now online (see Pages 44–45).
- LEP 1st–3rd Year in USA students are no longer exempt from taking the MAP.
- The SES bubble replaces the Other bubble (districts are required to fill in the SES bubble for free/reduced-price lunch students).
- Definitions for special education accommodations are available at
http://www.dese.state.mo.us/divimprove/assess/MAP_Accommodations_Definitions.pdf.
- There are no multiple forms this year for any content area.

Glossary of Terms

Carbonless Paper	Carbonless paper is optional and is being made available for teachers to capture student responses on released items (for intermediate school and high school only). Specific instructions regarding the use of carbonless paper are included in the Examiner's Manuals. NOTE: Carbonless paper must be removed from test books before they are returned to CTB/McGraw-Hill for scoring. Carbonless paper must be ordered through CTB/McGraw-Hill.
Content-Area Label	There are five content-area labels. These labels are placed on the front of the large white envelopes to identify which content areas are included. Content-area labels include Communication Arts, Mathematics, Science, Social Studies, and Unused Books (unused test books).
Department of Elementary and Secondary Education (DESE)	The Assessment Section of the Missouri Department of Elementary and Secondary Education can be reached at 1-800-845-3545.
District Test Coordinator (DTC)	The District Test Coordinator receives, checks, distributes, collects, assembles, and ships district testing materials.
Early Return Testing	Schools participating in Early Return Testing will have been notified by the Missouri Department of Elementary and Secondary Education. To arrange return shipment of Early Return Testing materials, please contact CTB/McGraw-Hill no later than April 23, 2004. See "State Scaling Sample" on Page 5.
Examiner's Manual	Each Examiner's Manual provides specific test administration instructions for a specific content area. Examiner's Manuals are included with the shipment of test books. Examiner's Manuals are updated annually, so it is important for all Examiners to read and follow the manual for the current year.
Group Information Sheet (GIS)	The GIS provides CTB/McGraw-Hill with testing group data that will appear on your reports. One GIS is provided for each testing group in each content area.
Homebound Students	Homebound students may be tested at home or at school depending on their disabilities and the discretion of the district. Examiners of homebound students should receive training in the administration of the MAP. Examiners are responsible for ensuring the security of testing materials between testing sessions and for returning testing materials to the School Test Coordinator.
Home School Students	Home school students may take part in the MAP per the local district's discretion. Home school students participating in the MAP must take the MAP assessments at the local school.

Large Print and Braille	Student responses in both Large Print and Braille edition test books must be transcribed to a regular edition test book in order for that student to receive a MAP score. After the Examiner transcribes student responses to a regular edition test book, the Large Print and Braille test books should be marked “ Contents transcribed to a regular test book. DO NOT SCORE ” and returned to CTB/McGraw-Hill with the unused testing materials. Please follow instructions in this <i>Test Coordinator’s Manual</i> for packaging and shipping the regular testing materials to CTB/McGraw-Hill.
Large White Envelopes	Large white envelopes are provided to each Examiner. After testing, each testing group’s materials should be organized according to the directions in Step 12 of the Examiner’s Manual and placed in the large white envelopes for return to CTB/McGraw-Hill.
Level Not Determined (LND)	This designation is for students who do not receive a MAP score for any one of the following reasons: <ul style="list-style-type: none"> (a) A test book is completed in ink. Answers written in ink cannot be scanned or scored. (b) A Student Information Form (SIF) is returned to CTB/McGraw-Hill without a test book. SIFs must be placed inside completed test books. (c) A student does not attempt any items in one or more sessions of the MAP. A valid attempt must be made on all sessions of the test. A valid attempt is defined as one item answered in Session 1, one item answered in Session 2, and five items answered or one correct answer in the nationally normed test section of Session 3. To ensure that all special education students qualify as making a valid attempt on the MAP, special education teachers should contact their Test Coordinator to obtain a list of embedded field test items. For more information see “Valid Attempt” on Page 6. (d) A student takes the MAP Alternate, and the MAP Alternate bubble is filled in on the SIF. (e) A student’s test is invalidated. This is recorded under “Invalidation” in the Special Codes section on the inside back cover of each test book and is only used when the student has cheated.
Manipulatives	Punch-out manipulatives are provided for Mathematics, all grades, and Science, Grades 3 and 10 only. These include items such as rulers, protractors, and other objects.
MAP School Building Survey	The MAP School Building Survey provides CTB/McGraw-Hill with information used to account for all students in a school. This information is forwarded to DESE.
Missouri Assessment Program Service Line	Questions regarding the Spring 2004 testing administration of the MAP can be answered by calling 1-800-544-9868, 7:30 A.M.–7:30 P.M., Central Time, and selecting option “1.”

No. 2 Pencil	Ensure that all students use a No. 2 pencil. MAP assessments are scored electronically. If a student uses ink to mark the test, the student will not receive a MAP score because ink cannot be imaged.
Pre-coded	“Pre-coded” refers to machine-scannable bubbles that are mechanically filled in by CTB/McGraw-Hill.
Reference Sheets	Reference sheets are provided, separate from the test books, for Mathematics in Grades 8 and 10.
Regular Return Testing	To arrange return shipment of Regular Return Testing materials, please contact CTB/McGraw-Hill no later than May 3, 2004. For information on how to contact CTB/McGraw-Hill, refer to “Schedule Testing Material Pickup Online” in Step 10 of this <i>Test Coordinator’s Manual</i> .
School/Group List	The School/Group List is CTB/McGraw-Hill’s way of double-checking that all testing materials have been received. This form can be photocopied as needed.
School Test Coordinator (STC)	The School Test Coordinator distributes testing materials to Examiners, collects and checks materials, and forwards them to the DTC for shipping.
Security Barcode	All MAP test books carry a unique security barcode number on the front cover in the lower right-hand corner directly above “Spring 2004.” The barcode is used to number each book consecutively and to track test books shipped to the districts. Test books returned to CTB/McGraw-Hill will be inventoried, and missing books will be reported to DESE by barcode number and district name.
Security Barcode Verification Form	The Security Barcode Verification Form is used for the purpose of tracking the test books to ensure a 100% rate of return and/or accountability. Copies of the form are shipped to the District Test Coordinator in the Test Coordinator’s Packet for distribution to the School Test Coordinator.
Security Barcode Verification Form Instructions	The Security Barcode Verification Form Instructions provides directions and guidelines to the District Test Coordinator and School Test Coordinator regarding the use of the Security Barcode Verification Form.
Shipping Labels	Color-coded shipping labels are provided with the Test Coordinator’s Packet.
Special Codes Section	The Special Codes section is located on the inside back cover of each student test book. This section captures the following information: Accommodation Codes, Special Education, Invalidation, and Absent.
State Scaling Sample	The State Scaling Sample is developed from the data collected from the Early Return Testing results. It is used to calibrate items and create the Missouri scale, which is in turn used to score the test books. See “Early Return Testing” on Page 3.

Student Identification Sheet (SIS)	The SIS is located on the back cover of each student test book. This sheet captures biographical information about each student.
Student Information Form (SIF)	The SIF is a separate form that captures almost the same information as the SIS. It may be pre-coded if your district participated in pre-coding services. Blank SIFs can be used for the following cases: capturing information for MAP Alternate students and replacing torn or damaged SISs or incorrectly pre-coded SIFs. A completed or blank SIF will always override an SIS when inserted inside the front cover of a student test book. If an SIF is used and not inserted in the test book, the student will receive two MAP scores; one will be an LND designation. See “Level Not Determined” on Page 4. Use only SIFs for the current year.
Test Coordinator’s Manual	This <i>Test Coordinator’s Manual</i> describes both the DTC’s and the STC’s roles in the MAP test administration.
Testing Group	When an Examiner administers the MAP to a group of students, that group is considered a testing group. A Group Information Sheet (GIS) must be completed for each testing group. For data analysis purposes, reports will reflect testing group information as indicated on the GIS by the local district. In addition, School Test Coordinators need to ensure that every GIS completed for their schools has an entry on the School/Group List. See “School/Group List” on Page 5.
Valid Attempt	A valid attempt is the minimum effort required to receive a reportable MAP score. Special education students who do not qualify for the MAP Alternate still need to take the MAP. If it is stipulated in the IEP, teachers may preview a test book and preselect items for students to attempt. However, to ensure that these students receive a MAP score, teachers need to select, at a minimum, one item from Session 1, one item from Session 2, and five items from the nationally normed test section of Session 3. Do not select embedded field test items. Contact your Test Coordinator for a list of embedded field test items. For more information regarding valid attempt, see “Level Not Determined” on Page 4.

Guidelines for Testing

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Inclusion of Special Populations

IAP STUDENTS

Individual Accommodation Plan (IAP) students are considered disabled under Section 504 of the 1973 Rehabilitation Act and have an IAP. These students are not served under the Individuals with Disabilities Education Act (IDEA). Appropriate professionals, who are knowledgeable about IAP students' disabilities and their educational needs, make accommodation decisions for these students.

IEP STUDENTS

Individualized Education Program (IEP) students are classified as disabled under IDEA and have an IEP. All decisions regarding how a student with a disability will participate in the Missouri Assessment Program (MAP) are made by the student's IEP team and documented in the IEP. Students with disabilities must take all MAP content-area assessments (or portions of each content-area assessment as determined by the IEP team) **or** the MAP Alternate Assessment (MAP-A). It is expected that, at a given grade level, no more than one or two percent of the district's total student population will qualify for the MAP-A.

In making decisions about accommodations, the IEP team has the responsibility and the authority to determine individual accommodations that students need to support and ensure their participation in the MAP. If a specific accommodation is not on the list of accommodations in the Examiner's Manual, the accommodation should be coded as "Other" in the Special Codes section located on the inside back cover of each test book.

Accommodation code definitions can be found on the DESE website at http://dese.state.mo.us/divimprove/assess/MAP_Accommodations_Definitions.pdf. Inappropriate use of accommodation codes can invalidate a student's MAP score.

STUDENTS NOT TESTED IN THE CONTENT-AREA ASSESSMENTS

All students must be accounted for when administering the MAP. Students whose IEP teams have determined that the MAP-A is the appropriate assessment are **not** required to be assessed.

Students whose IEP teams have determined that the MAP-A is the appropriate assessment are coded as "MAP Alternate" on the Student Information Form (SIF). This bubble is located in the Student Status grid of the SIF. The MAP-A bubble is for all MAP-A-eligible students in the grade levels and content areas assessed by the MAP. This rule applies regardless of whether students are participating in the MAP-A this year. For example, if a MAP-A-eligible student is in the third grade, an SIF should be completed for Communication Arts and Science, even though the student is not participating in MAP-A. Additionally, an SIF must be completed for those MAP-A-eligible students residing in your district who are attending school in another district (e.g., State Schools for the Severely Handicapped, Missouri School for the Deaf, Missouri School for the Blind, or a Special School District).

You do not need to assign a test book to MAP-A students. You need only to return a completed current year SIF for these students. Additional SIFs will be provided for these students. MAP-A students must also be accounted for in the School Building Survey. Please do not insert MAP-A SIFs in other students' test books.

FURTHER INFORMATION ON SPECIAL POPULATIONS

Specific instructions on accounting for IAP, IEP, and LEP students can be found in Steps 10 and 11 of the Examiner's Manual. For further questions regarding special populations, contact the Assessment Section of the Missouri Department of Elementary and Secondary Education (DESE) at 1-800-845-3545.

2004 MAP Student Status Definitions

The following is a list of student status definitions:

Gifted A gifted student is any student who has been identified for and/or has participated in the district's formal gifted program.

H.S. Vocational This designation is for all students in Grades 9–12 who have completed or are currently taking a vocational technical education course **approved** by the Department of Elementary and Secondary Education Division of Vocational and Adult Education. Vocational courses **must** be from one of the following program areas: Agriculture, Business, Health Education, Marketing, Industrial Education, or Family and Consumer Science. Only the following H.S. Business courses are approved by the Business Program: Banking and Financial Services, Accounting I and II, Business Technology, Microcomputer Business Applications, E-Business, Desktop Publishing, Network Administration, Multimedia, Computer Programming, and Supervised Business Experience. Industrial Technology courses and all other Business courses should **not** be included. Approved vocational education courses may be taken either at the home school of the student or at the servicing area vocational school. Department-approved vocational programs can be viewed on the DESE website at www.dese.state.mo.us/divvoced/program_directory.htm.

IAP (504) An IAP (504) student is an Individual Accommodation Plan (IAP) student who is identified as disabled under Section 504 of the 1973 Rehabilitation Act and **not** under the Individuals with Disabilities Education Act (IDEA). An IAP (504) student does not have an Individualized Education Program (IEP).

IEP An Individualized Education Program (IEP) student is a student who is eligible under IDEA and has an IEP.

In Building Less Than a Year A student is considered in building less than a year if that student was not part of the September enrollment (last Wednesday in September) for that school year.

In District Less Than 18 Months A student is considered in district less than 18 months if the student was enrolled after the January membership count (last Wednesday in January) of the preceding school year. **The collection of this information is optional for those school districts that want to capture student mobility data.**

In District Less Than a Year A student is considered in district less than a year if that student was not part of the September enrollment (last Wednesday of September) for that school year.

LEP (1st– 3rd Year in USA) This is a designation for Limited English Proficient (LEP) students (receiving services or not receiving services) in their first, second, or third year in the United States. The district is required to test these students. The test results will be included in Adequate Yearly Progress (AYP) calculations, but will not be included in the accountability measures for the Missouri School Improvement Program (MSIP). LEP students not included in the September enrollment for the school year will be excluded, for the purpose of AYP calculations, in the same manner as non-LEP students. The designation for this group will change to English Language Learners (ELL) in 2005.

LEP (Not Receiving Services) This is a designation for LEP students whose native languages are other than English and who are from other countries or whose home environments include languages other than English. Their English language proficiency is comparable to or above that of grade and age peers. These students do **not** receive differentiated instruction to address their English language proficiency but should still be designated as LEP. Test results will be included in the AYP calculations. The designation for this group will change to English Language Learners (ELL) in 2005.

LEP (Receiving Services) This is a designation for LEP students whose native languages are other than English and who are from other countries or whose home environments include languages other than English. Their English language proficiency is below that of grade and age peers. These students receive differentiated instruction to address their English language proficiency. The district is required to test these students. Test results will be included in the AYP calculations. The designation for this group will change to English Language Learners (ELL) in 2005.

MAP Alternate (MAP-A) A MAP-A student is one whose IEP team has determined that the student is eligible for the MAP Alternate (MAP-A) Assessment. The MAP-A portfolio is submitted in Grades 4, 8, and 11. However, an SIF should be completed for each MAP-A-eligible student at the appropriate grade level assessed by MAP (in Grades, 3, 4, 7, 8, 10, or 11) regardless of whether the student is submitting a portfolio that particular year. Additionally, an SIF must be completed by the district of residence for all MAP-A-eligible students receiving services in the State Schools for Severely Handicapped, the Missouri School for the Deaf, the Missouri School for the Blind, or a Special School District.

Migrant A Migrant is a student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse, or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry, or pork processing plant.

SES This identifies students approved for free/reduced-price meals. For more information, see Pages 30 and 31 in this year's *Test Coordinator's Manual*. **Districts are now required to complete this information.**

Title I This identifies a student who is receiving Title I services in a targeted assistance program. All students in a Title I schoolwide program should be designated as Title I. If the school building does **not** receive Title I funds, **none** of the students in that school building should be designated as Title I.

Voluntary Transfer (VTS) This identifies a student who is residing in the St. Louis City School District but who voluntarily enrolls in a St. Louis County School District.

Students Taking the MAP Out-of-District

For MSIP purposes, all scores from the MAP must be reported in the students' home districts and schools. The home districts will be responsible for furnishing testing materials to the districts that serve their students. This includes students placed in private agencies. The District Test Coordinators from the students' home districts must deliver the appropriate number and type of test books and any ancillary testing materials (manuals, manipulatives, and reference sheets) to the serving districts prior to the first day of testing. The home districts should complete the county, district, and building codes on the SIS or the SIF using their own codes. After testing, the completed testing materials must be returned to the students' home districts, where the Group Information Sheet (GIS) is completed and placed with the test book(s) in the envelopes provided. The GIS is pre-coded with the home district's county, district, and school codes. It is the GIS that determines where students' results will be reported. To ensure accurate reporting, it is **essential** that the home district's GIS be placed on top of the test book(s) and that these materials are included with the home district's shipment to CTB/McGraw-Hill for scoring.

Homebound Students

Homebound students may be tested at home or at school depending on their disabilities and the discretion of the district. Examiners of homebound students should receive training in the administration of the MAP. Examiners are responsible for ensuring the security of the testing materials between testing sessions and for returning those materials to the School Test Coordinator.

Home School Students

Home school students may take part in the MAP at the local district's discretion. Home school students participating in the MAP must take the MAP tests at the local school. Special instructions for returning home school student tests will be enclosed in home school packages. Home school packages may be obtained by calling the Missouri Assessment Program Service line at 1-800-544-9868 and selecting option "2."

Makeup Sessions

Makeup sessions should be scheduled for students who are absent during one or more sessions of the MAP. If a student is absent and is unable to take the test during both the regular and makeup testing windows, then follow the procedures below for handling absences. Students will not receive a MAP score if they have not made a valid attempt on all sessions of the MAP test. See "Valid Attempt" on Page 6.

Student Absences

If a student is absent for all testing sessions and cannot participate in makeup testing sessions, follow the procedures below.

1. Write the student's name on the front of an unused test book.
2. On the SIS found on the back cover of the test book, print the student's name and fill in the circles that correspond to each letter of the student's name.
3. Fill in the circle next to "Absent All 3 Sessions," located in the Absent section of the Special Codes section on the inside back cover of the test book.
4. Process the test book and treat it as you would any other student's test.

If a student is absent for only one or two of the testing sessions and is unable to attend a makeup testing session, please fill in the appropriate circle(s) in the Absent section of the Special Codes section.

To account for all students, an SIS—located on the back of the test book—or a separate SIF must be turned in for **every** enrolled student. For more information about students who are eligible to take the MAP, see "Inclusion of Special Populations" on Pages 7 and 8.

Large Print and Braille Procedures

Student responses in both Large Print and Braille edition test books **must** be transcribed into a regular edition test book in order for those students to receive MAP scores. Please follow Step 6 in the Examiner's Manual for specific instructions on Large Print and Braille procedures.

After the Examiner transcribes student responses into a regular edition test book, the Large Print and Braille edition tests books should be marked “**Contents transcribed to a regular test book.** **DO NOT SCORE**” and returned to CTB/McGraw-Hill with the unused testing materials. Please follow the instructions in Step 10 of this *Test Coordinator’s Manual* for packaging and shipping the regular testing materials to CTB/McGraw-Hill.

Invalidation Procedures

Invalidation of a student’s test is appropriate only if the student is discovered cheating. Neither a student’s behavior during testing nor the judgment of a student’s effort during testing can invalidate a student’s test.

The School Test Coordinator and the Examiner must agree that a particular student’s test should be invalidated based on the information above. To invalidate a student’s test, the School Test Coordinator must fill in the bubble for the appropriate session in the Invalidation grid located in the Special Codes section on the inside back cover of the student’s test book. Invalidated test books must be returned to CTB/McGraw-Hill. For each invalidated test book, the test book and a completed SIS or SIF must be included with the testing materials to be scored.

The School Test Coordinator must also provide the District Test Coordinator with the following information: the student’s name, birth date, teacher, grade, and school; the county, district, and school codes; the test session; and the reason the test session is being invalidated. The District Test Coordinator must send a letter with this information to the Director of Assessment at the Missouri Department of Elementary and Secondary Education (P.O. Box 480, Jefferson City, MO 65102). A copy of the letter should be kept in the district files.

Test Coordinators' Roles

► Instructions for the District Test Coordinator

The **District Test Coordinator's** responsibilities include

- checking with the School Test Coordinators (STCs) to ensure that they have sufficient quantities of MAP testing materials prior to April 12, 2004
- receiving and checking the shipment of testing materials
- confirming that the start and end barcode numbers match the barcode ranges on the packing list
- receiving and photocopying the Security Barcode Verification Form for distribution to the STCs
- ensuring that testing materials are kept in a secure area
- restricting teacher access to testing materials prior to testing
- organizing testing materials for individual schools in your district
- distributing the Examiner's Manual to the schools as soon as possible to allow Examiners adequate time to read the manual in preparation for administering the tests
- furnishing testing materials to out-of-district schools for any students attending alternative (supplemental) programs
- delivering testing materials, including precoded SIFs, if applicable, to schools preferably one day before the testing period
- determining and assigning responsibility for completing student I.D. numbers, student status codes, special education instruction codes, special codes, and free/reduced-price lunch information (see Step 5 beginning on Page 24 for detailed information)
- collecting and accounting for all testing materials from each school in your district and any out-of-district schools where your students attend alternative (supplemental) programs
- consolidating testing materials after test administration
- checking the returned Security Barcode Verification Forms against the returned testing materials
- documenting any missing barcode numbers on the Security Barcode Verification Form
- assembling testing materials for return shipment
- arranging for shipment of testing materials to CTB/McGraw-Hill for scoring
- sending letters to DESE and CTB/McGraw-Hill documenting any security barcode discrepancies

► Instructions for the School Test Coordinator

The **School Test Coordinator's** responsibilities include

- checking testing materials received from the District Test Coordinator (DTC)
- informing the DTC of the need for additional MAP testing materials
- inventorying all test books on the Security Barcode Verification Form
- ensuring that testing materials are kept in a secure area and ensuring testing material security after each day's testing
- restricting teacher access to testing materials prior to testing
- distributing testing materials and carbonless paper to Examiners (carbonless paper is included in the shipment of testing materials)
- ensuring that all Examiners know that No. 2 pencils must be used to complete the MAP
- ensuring that testing procedures in the Examiner's Manual are followed
- collecting and checking testing materials after test administration
- asking appropriate school-level personnel for a count of MAP Alternate students (this information is needed to complete the MAP School Building Survey)
- asking each Examiner for a count of students who were absent for all testing sessions (this information is needed to complete the MAP School Building Survey)
- completing and maintaining the Security Barcode Verification Form for return to the DTC
- checking the Group Information Sheets (GISs)
- completing the School/Group List(s)
- completing the MAP School Building Survey
- ensuring that only **current year** SIF forms are used
- packing and transporting testing materials to the DTC

Step 1

Review Your Testing Materials

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► Instructions for the District Test Coordinator

The Test Coordinator's Packet

The Test Coordinator's Packet includes one District Test Coordinator's Folder and a School Test Coordinator's Folder for each of the schools in your district.

The District Test Coordinator's Folder contains

- a cover letter
- the *Test Coordinator's Manual* for the District Test Coordinator
- shipping forms and labels
- two pre-coded SIFs per student—if your district participated in pre-coding services
- the Add/Short Form
- the Embedded Field Test Flyer
- the Security Barcode Verification Form
- the Security Barcode Verification Form Instructions

Each School Test Coordinator's Folder contains

- a cover letter
- the *Test Coordinator's Manual* for the School Test Coordinator, which may be photocopied for Examiners
- one School/Group List for each content area, to be completed by the School Test Coordinator after test administration
- one MAP School Building Survey for each grade and content area, to be completed by the School Test Coordinator
- one GIS for each classroom/testing group, to be completed by the Examiner
- blank SIFs
- content-area labels
- the Security Barcode Verification Form Instructions

The Testing Materials

The testing materials will be packaged by school and shipped to your district's office or the shipping address that is indicated during the online enrollment process. The testing materials shipment will include Examiner's Manuals, test books, large white envelopes, and ancillary testing materials.

Verifying Shipment of Test Coordinator's Packet and Testing Materials

Locate the packing list for each shipment and compare the materials listed on the packing list with the materials in the shipment.

- Test Coordinator's Packet: If the quantities on the Test Coordinator's Packet packing list do not match the quantities received, or if you need more materials, please complete the MAP Spring 2004 Test Coordinator's Packet Add/Short Form and fax it to the number shown on the form.
- Testing Materials: If the quantities on the testing materials packing list do not match the quantities received, but there are enough materials to administer the test, proceed with preparations for the test. If you do not have sufficient materials to administer the test, immediately call the Missouri Assessment Program Service Line at 1-800-544-9868 and select option "1" to request additional materials.
- The deadline to request additional 2004 MAP testing materials is **April 12, 2004**.

Step 2 Distribute Testing Materials

► Instructions for the District Test Coordinator

Security Barcode

The Missouri Assessment Program (MAP) test books are secure materials. All test books, including Large Print and Braille editions, are barcoded for security and inventory purposes. A unique security barcode number, which is located on the front cover of every MAP test book in the lower right-hand corner directly above "Spring 2004," is used to number each book consecutively and track inventory shipped to the districts. Test books returned to CTB/McGraw-Hill will be inventoried, and missing books will be reported to DESE by inventory barcode number, district name, and school name. This section is designed to help District Test Coordinators (DTCs), School Test Coordinators (STCs), and Examiners inventory MAP test books and ensure a 100% rate of return of all test books to CTB/McGraw-Hill.

Roles and Responsibilities

The security barcode inventory is a shared responsibility among DTCs, STCs, and Examiners. Please read and review the roles and responsibilities of the DTC, STC, and Examiner below to be sure that you have a thorough understanding of the inventory process.

District Test Coordinator

Each school's shipment will include a packing list that shows the start and end serial numbers (range) for each shrink-wrapped bundle of test books. The DTC is responsible for confirming the start and end barcode numbers (range) for each shrink-wrapped bundle of test books and matching them against the number ranges provided on the packing list. The DTC will initial the appropriate column on the Security Barcode Verification Form for each school. The DTC will also make a copy of the Security Barcode Verification Form for each STC and complete the appropriate portion of the form before providing the form to the STC. The form(s) will be returned to the DTC with the test books. The forms, along with any supporting documentation, will be placed in Box 1 of each school's return shipment. Any security barcode discrepancies should be reported to DESE and CTB/McGraw-Hill. For more information, please see the Security Barcode Verification Form Instructions, located in the District Test Coordinator's Folder.

School Test Coordinator

The STC is responsible for the inventory of all test books for a school, both before distributing the test books to the Examiners and before returning the testing materials to the DTC following the test administration. The DTC will provide the STC with a Security Barcode Verification Form to track the test books. The STC will complete and maintain the form to help account for a

100% rate of return of test books from the Examiners. The STC will return the Security Barcode Verification Form and any documentation concerning missing test books to the DTC.

Examiner

It is the Examiner's responsibility to account for all test books provided by the STC. The Examiner is responsible for a 100% rate of return of all used and unused test books to the STC. The Examiner should count the books prior to test administration. After test administration, the Examiner should count the test books and compare the number with the pretest figure. The Examiner must collate the test books in sequential barcode order to identify missing test book(s) only if there is a discrepancy between the pretest and post-test totals. The Examiner **must** notify the STC of any pretest and/or post-test discrepancies.

Ordering Additional Materials

The last day to request additional materials is April 12, 2004, by 1:00 P.M. Central Time.

It is the DTC's responsibility to contact each STC prior to **April 12** to verify that he or she has sufficient quantities of MAP testing materials to administer the test. If the DTC orders additional materials and does not have access to the Security Barcode Verification Form that was submitted to the STC with the testing materials, he or she should create and maintain an "Additional Testing Materials Log" (tracking the number of books, grade levels, content areas, etc.) by school. When the STC returns the verification form with the testing materials, the DTC must initial in the "Additional Testing Materials" section that he or she received the barcode range for the additional materials. If the DTC is not available, the STC must perform this function. If your district does not have a DTC, the STC should assume the responsibilities of a DTC.

Do not share test books across schools (unless you are unable to obtain additional testing materials from CTB/McGraw-Hill by April 12). If a test book is loaned to a school and later determined missing, the original school will be responsible for the missing book. Testing materials are to be inventoried both upon receipt and following test administration. If you are missing any testing materials, contact CTB/McGraw-Hill immediately. ***Only District Test Coordinators should contact the CTB/McGraw-Hill Missouri Assessment Program Service Line at 1-800-544-9868, option "1."*** Please follow the Security Barcode Verification Form Instructions carefully for inventorying test book barcodes on the Security Barcode Verification Form located in the District Test Coordinator's Folder.

Securing Testing Materials

School personnel responsible for the MAP testing must ensure that all testing materials are secure at all times. No testing materials may be photocopied, duplicated, or made accessible to personnel not responsible for testing. When not in use, secure materials must be kept in a locked room or cabinet in the school building to prevent unauthorized access.

After verifying that each school has a secure area where testing materials can be stored, distribute the School Test Coordinator's Folders and testing materials to the School Test Coordinators in your district. Please ask the School Test Coordinators to distribute the Examiner's Manuals as soon as possible to allow the Examiners adequate time to prepare for administering the tests.

If a school in your district does **not** have a secure storage area, the testing materials for that school must be secured at the district office. Please emphasize to the teachers that they should **not** review the test books prior to testing. The materials are secure, and this security should be observed at all times. An exception to this rule are special education teachers who are preselecting items for their students whose IEPs specify the preselection of items as a needed accommodation. (See "Valid Attempt" on Page 6.)

For students who attend out-of-district schools for an alternative (supplemental) program, deliver the appropriate number and type of test books and any ancillary testing materials (manipulatives and reference sheets) to the students' out-of-district schools prior to the first day of testing. Make arrangements to have the testing materials returned to you after the students have completed testing. For more information, see "Students Taking the MAP Out-of-District" on Page 9.

Please keep the District Test Coordinator's Folder for your use after the test administration. You will need the shipping materials contained in the folder to return the testing materials to CTB/McGraw-Hill for scoring.

The boxes in which you received your testing materials should be saved for return shipment to CTB/McGraw-Hill.

► Instructions for the School Test Coordinator

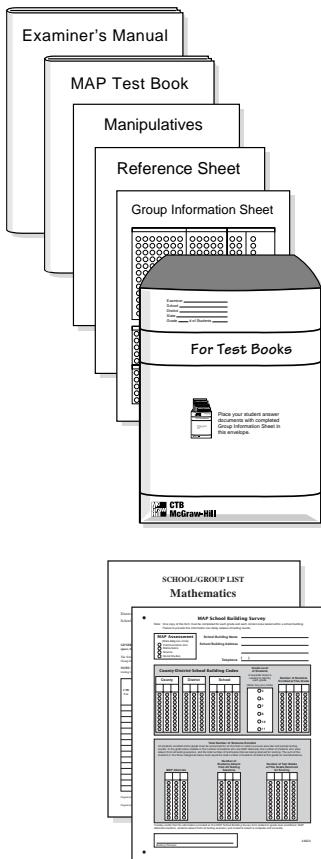
The School Test Coordinator should check the testing materials upon receipt from the District Test Coordinator.

Examiner's Manuals should be delivered to Examiners as soon as possible to allow them time to become familiar with the procedures. Shortly before the first testing session, distribute the test books to each Examiner. Please emphasize to Examiners that they should **not** review the test books prior to testing. The test books are secure materials, and this security should be observed at all times. The only exception to this rule is special education teachers who, because of a student's IEP, is preselecting items for their students to attempt (see "Valid Attempt" on Page 6).

Each Examiner should have

- the appropriate Examiner's Manual for the content area being tested.
- the appropriate quantities and types of test books and any ancillary testing materials, such as manipulatives and reference sheets. Manipulatives and reference sheets are shrink-wrapped to the back of each package of test books. Please check the Examiner's Manual for information regarding which ancillary materials, if any, are necessary for the content area being tested.
- Security Barcode Verification Form Instructions.
- a pre-coded GIS for each specific school and content area.
- the appropriate quantity of large white envelopes. Each envelope will hold approximately 20 test books.
- pre-coded SIFs, if applicable.
- blank SIFs. Use only **current year** SIFs.
- color-coded content-area labels for large white envelopes.

Please retain the School/Group List(s) and the MAP School Building Survey for your use after test administration.



The GIS and MAP School Building Survey are scannable documents and cannot be photocopied. If you need more copies of these documents, please contact your DTC. The DTC will use the MAP Spring 2004 Test Coordinator's Packet Add/Short Form to obtain additional copies of the documents.

Step 3 Collect Testing Materials

► Instructions for the School Test Coordinator

Immediately after the testing has been completed, the School Test Coordinator collects all materials from each Examiner and asks each Examiner for a count of students who were absent for all testing sessions. (You will need this information to complete the MAP School Building Survey as described in Step 8 on Page 38.) **Please remind Examiners that all test books (used and unused) must be returned to CTB/McGraw-Hill.**

The School Test Coordinator should ensure that

- a completed test book and/or completed SIF has been returned **for every eligible student.** This includes students with one or more invalidated sessions, students with incomplete test sessions, students who never tested but were eligible to test (absent all sessions), and students who took an accommodated version of the assessment.
- a completed SIF has been returned **for each MAP Alternate student.** Use only **current year** SIFs. For more information on which students should be exempted from taking the MAP, see “Inclusion of Special Populations” on Pages 7 and 8.
- each student has written his or her name legibly on the front cover of the test book.
- all unused test books have been collected.
- all Large Print and/or Braille editions have been transcribed into regular edition test books.
- all completed GISs have been collected.
- all security barcode discrepancies have been documented and sent to the DTC on the Security Barcode Verification Form.
- all carbonless paper has been removed from test books.
- test books completed in ink have been transcribed in No. 2 pencil to other test books for scoring.
- all student responses written on the coding tracks in the margins of the pages are erased and transcribed verbatim onto the response line.
- all stray marks on the coding tracks are erased.
- student information on the SIS/SIF is complete and accurate.

Please remind Examiners that **all** test books must be returned to CTB/McGraw-Hill, including the Examiner's copy. Contact any Examiner who delays in returning his or her group's testing materials to you. It is not necessary to collect *Test Coordinator's Manuals*, Examiner's Manuals, unused large white envelopes, unused SIFs, Communication Arts writing prompt drafts, Mathematics scratch paper, or any blank ancillary materials. These materials do not have to be returned to CTB/McGraw-Hill. Examiners may discard these materials.

Step 4 Check the Organization of Materials Collected

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► Instructions for the School Test Coordinator

The Examiner's Manual provides instructions to Examiners for organizing materials after testing. These instructions are repeated below so that you can check the organization of materials collected from each Examiner. As you are checking documents, please maintain the organization below.

The large white envelopes should contain the following items in the order indicated below:

1. A completed GIS.
2. MAP test books with completed SISs or, if applicable, SIFs. NOTE: If a student is using a pre-coded SIF or an SIF that is intended to override an SIS, it must be inserted inside the front cover of that student's test book. Use only **current year** SIFs.
3. SIFs for MAP Alternate students. These students do not need test books. Do not insert these SIFs into **any** of the other test books.

Remember that for each invalidated test, the test book and a completed SIS and/or SIF must be placed in the envelope.

Information requested on the front of the envelope must be completed. If multiple envelopes are needed to hold materials for large groups, the envelopes should be bundled together and marked on the front upper-left corner "1 of X," "2 of X," "3 of X," and so forth (with "X" being the total number of envelopes).

Color-coded content-area labels for Communication Arts, Mathematics, Science, and Social Studies, as applicable, should be affixed to the front of the envelope.

Any unused test books should be bundled together and placed in a large white envelope. Large Print and Braille edition test books marked "**Contents transcribed to a regular test book. DO NOT SCORE**" should be folded and placed in the large white envelopes and shipped along with the unused test books. A black Unused Books label should be affixed to the front of the envelope.

For damaged or "do not score" test books, write a large "X" across the front and back if

- the test book is partially used.
- any biographical information is coded but the book should not be scored.

- a student has moved during testing and the test was not completed.
- the test book is damaged and should not be scored.
- the test book has manufacturing errors and should not be scored.

After an “X” has been written across the front and back of the test book, place the book with the unused materials.

Unused SIFs should be destroyed. Do not return to CTB/McGraw-Hill.

The envelopes should remain unsealed so the District Test Coordinator can verify the contents and then seal the envelopes.

If an Examiner has returned manipulatives, reference sheets, Examiner’s Manuals, Communication Arts writing prompt drafts, Mathematics scratch paper, or extra envelopes, please discard them. Do not ship these materials to CTB/McGraw-Hill.

If a student takes a test in two different books, please ensure that all student responses are transcribed verbatim into only one test book. The book containing the transcribed responses will be scored. Write on the front cover of the incomplete test book **“Contents transcribed to another regular test book. DO NOT SCORE”** and return with the unused test books.

If you find missing, damaged, or upside-down pages in a test book, please ensure that all student responses, if any, are transcribed verbatim into another regular edition test book. A test book that contains missing, damaged, or upside-down pages should be marked appropriately on the front cover with a black marker. For example, write **“Missing Pages”** and **“Contents transcribed to another regular test book. DO NOT SCORE”** on the front cover of a test book with missing pages. Return the damaged books with your unused test books.

If you find any alternative response sheets in the test books—for example, computer-generated responses or other approved IEP accommodations—transcribe them verbatim into the test book. Alternative response sheets cannot be scored. Only responses in regular edition test books will be scored.

If you have any questions concerning this information, please contact CTB/McGraw-Hill via the Missouri Assessment Program Service Line at 1-800-544-9868 and select option “1.”

Step 5

Check the Student Identification Sheet (SIS) and/or Student Information Form (SIF)

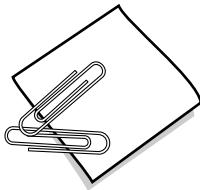
.....

► Instructions for the School Test Coordinator

While checking the materials, keep each Examiner's materials together as a group.

Physical Condition

There are some conditions that interfere with the scoring process. Please check each SIS and/or SIF, as well as the test book itself, for the following:



If you find this ...	do this:
carbonless paper “sticky” notes extra paper paper clips staples tape of any kind	Remove them.*
ⒶⒷⒸⒹ ⒺⒼⒽⓇ ⒶⒷⒸⒹ	light marks incomplete erasures stray marks smudges
SIFs/SISs torn or damaged	Replace with completed current year SIF. See instructions on Page 25.

*Failure to remove these items could delay the delivery of the final reports.

**Any stray lines or smudges from incomplete erasures may have an impact on the scoring of the items.

Student Identification Information

The student identification information can be captured on either of the following forms:

- The Student Identification Sheet (SIS) is located on the back cover of the test book.
- The Student Information Form (SIF), either pre-coded or blank, is a separate document and not located in the test book. SIFs are included in the School Test Coordinator's Folder. Use only **current year** SIFs.

Please note that the SIF is a separate form that captures almost the same information as the SIS. The only difference between the SIF and the SIS is that you can indicate a MAP Alternate student on the SIF. Any SIF (completed or blank), inserted inside the front cover of a test book, will override an SIS. Be sure to transfer or complete all information on the SIF when using it.

If an SIS or SIF is badly torn or damaged, it will not scan properly. In such a case, all information must be transferred to a **current year** SIF.

Unused SIFs should be destroyed. Do not return to CTB/McGraw-Hill.

Please note when using an SIF, it **must** be inserted inside the front cover of the student test book. If the SIF is not placed inside the test book, it could delay score reports and/or result in two score reports for that student: an achievement level score report and an LND score report.

Check the information on each student's SIS or SIF. Most information should already be present, having been pre-coded, filled in by the Examiner, or filled in by the student during test administration. Review the data for accuracy and check all handwritten entries for legibility. Review the test book to be sure that all student responses are clear, solid, dark, and free from smudging. Smudged and/or blurry student responses cause reports to be delayed. **Incorrect or incomplete information will result in inaccurate student data and will have a negative impact on the final reports.**

Please note that only a test book (see the Special Codes grid on the inside back cover of the test book) can be used to indicate absent students.

On Page 26 are samples of the SIS and SIF. Use these samples and the explanations on Page 27 to check the information.

Student Identification Sheet

Last	STUDENT'S NAME		First	M.I.
1				
STUDENT I.D. NUMBER				
A B C D E F G H I J	STUDENT STATUS Fill in all that apply:		RACE/ETHNICITY Fill in only one:	
	IEP MAP LEP (504) LEP receiving services Gifted Migrant Title I In district less than 18 months In district less than a year In building less than a year SES H.S. vocational Voluntary Transfer Student (VTS)	4	5 White can or Black (not Hispanic) Hispanic White (not Hispanic) Other	SPECIAL EDUCATION INSTRUCTION Indicate the amount of instruction received (fill in only one): <input type="radio"/> Less than 21% of school day in special education <input type="radio"/> From 21% to 40% of school day in special education <input type="radio"/> 60% or more of school day in self-contained special education classroom <input type="radio"/> More than 50% of school day in separate building serving students with disabilities only
COUNTY/DISTRICT/SCHOOL CODE OF RESIDENCE				
County District School	6	Month Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec	BIRTH DATE Day 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Year
3	Female Male	7	8	
School	Teacher	District		

**Missouri Assessment Program
Student Information Form**

IMPORTANT: PLACE THIS SIDE UP UNDER FRONT COVER OF TEST BOOK

Last	STUDENT'S NAME		First	M.I.
1				
STUDENT I.D. NUMBER				
A B C D E F G H I J	STUDENT STATUS Fill in all that apply:		RACE/ETHNICITY Fill in only one:	
	IEP Alternate IEP IEP (504) LEP (504) LEP receiving services Gifted Migrant Title I In district less than 18 months In district less than a year In building less than a year SES H.S. vocational Voluntary Transfer Student (VTS)	4	5 White can or Black (not Hispanic) Hispanic White (not Hispanic) Other	SPECIAL EDUCATION INSTRUCTION Indicate the amount of instruction received (fill in only one): <input type="radio"/> Less than 21% of school day in special education <input type="radio"/> From 21% to 40% of school day in special education <input type="radio"/> 60% or more of school day in self-contained special education classroom <input type="radio"/> More than 50% of school day in separate building serving students with disabilities only
COUNTY/DISTRICT/SCHOOL CODE OF RESIDENCE				
County District School	6	Month Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec	BIRTH DATE Day 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Year
3	Female Male	7	8	
School	Teacher	District		

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Student Identification Sheet and Student Information Form

..... When you check this ...	look for this:
1 Student's last name, first name, and middle initial	Letters must be printed, one per box, above the lettered circles. Under each box, the circle with the same letter must be filled in.
2 Student I.D. Number	This grid is optional for districts.
3 Gender, school name, teacher's name, and district name	The circle indicating the student's gender must be filled in. Names must be printed in the appropriate spaces.
4 Student Status	The circles corresponding to the student's status must be filled in. Refer to Pages 8 and 9 for details.
5 Race/Ethnicity	The circle corresponding to the student's ethnic origin must be filled in.
6 County/District/School Code of residence	Use only if a student receives services outside of the student's district of residence.
7 Special Education Instruction	The appropriate circles should be filled in, if applicable. Please refer to the Examiner's Manual for detailed instructions.
8 Student's birth date	The circles corresponding to the student's month, day, and year of birth must be filled in. (If the "day" is not a two-digit number, the number should be preceded by a zero.)

Special Codes Grid

The Special Codes grid is located on the inside back cover of each student's test book. This section is to be used by Examiners only. Specific directions about each box can be found in the Examiner's Manual. NOTE: All IEP students should have the IEP bubble marked in the Student Status grid on the SIS and the Special Education bubbles marked in the Special Codes grid, even if accommodations were not used in the administration of the MAP.

A sample of the Special Codes grid is shown below.

Instructions for checking the Special Codes grid are on Page 29.

When you check this...	look for this:
1 Accommodation Codes	The appropriate circle in each column should be filled in, if applicable. If more than one accommodation per column is applicable, only code the dominant accommodation. Please refer to the Examiner's Manual for detailed instructions.
2 Special Education	The appropriate circle in each column should be filled in, if applicable. Only one code for each column should be filled in. Please refer to the Examiner's Manual for detailed instructions.
3 Validation	This grid invalidates one or more of a student's test sessions. Check to see that the appropriate session(s) to be invalidated has been filled in. Invalidating a student's test is appropriate only if the student is discovered cheating. Neither a student's behavior during testing nor the judgment of a student's effort during testing invalidates a student's test. Tests with invalidated sessions will not receive MAP scores. Please refer to the Examiner's Manual for detailed instructions.
4 Absent	Please fill in the appropriate session in which the student was absent (Session 1, Session 2, or Session 3). The Absent All 3 Sessions bubble is filled in when a student was absent and did not complete any sessions of the test. Any student absent from one or more sessions will not receive MAP scores.

ALL STUDENTS: To account for all students, a completed SIS, located on the back cover of the student test book, or a separate completed SIF for the **current year** must be turned in for **every** eligible student. For more information on which students are eligible to take the MAP, see “Inclusion of Special Populations” on Pages 7 and 8.

STUDENTS NOT TESTED IN THE CONTENT-AREA ASSESSMENTS: MAP Alternate students will be accounted for by a completed SIF. For more information about these students, see “Inclusion of Special Populations” on Pages 7 and 8.

INVALIDATION: The STC must provide the DTC with the following information: student’s name, birth date, teacher, grade, school, county/district/school codes, test session, and the reason the test session is being invalidated. The DTC must send a letter with this information to the Director of Assessment at the Missouri Department of Elementary and Secondary Education (Post Office Box 480, Jefferson City, MO 65102). A copy of the letter should be kept in the district’s files. See “Invalidation Procedures” on Page 11.

Collecting Socioeconomic Status (SES) or Student Free/Reduced-Price (SF/RP) Meal Status Information

The National School Lunch Act gives school districts permission to release student free/reduced-price meal status information (SF/RP) for Title I allocation and evaluation purposes. The information is necessary for the Title I SES Report. Release of this data is **mandatory** as a result of recent federal legislation. The procedures for releasing SF/RP meal status information are as follows:

1. Designated School Test>Title I Coordinators for each school building will be assigned the responsibility of entering SF/RP meal status by filling in the SES bubble in the Student Status section on the SIS or SIF. Bubbling “SES” will identify a student’s eligibility for free/reduced-price meals as documented through the application process or through the direct certification process. If you do not bubble “SES,” it automatically indicates that the student is ineligible for SF/RP meal status. The list of students receiving free/reduced-price meals may be provided by the Food Service Director or a designated school official.
2. **Immediately** after the STCs enter the SF/RP meal status, all meal status information shall be returned to the Food Service Director or official who approves school free/reduced-price meals. School Test Coordinators are not allowed to retain SF/RP meal status information.

NOTE: Forwarding of SF/RP meal status information to STCs is left to the discretion of school officials. School officials retain the option of having Food Service Directors or officials who approve school free/reduced-price meals record the SF/RP meal status information for each student.

3. School Test/Title I Coordinators, Food Service Directors, and officials who approve school free/reduced-price meals shall be made aware of the use and importance of maintaining the confidentiality of SF/RP meal status information. All school district officials are specifically instructed as to the following:

“Free and Reduced-Price meal status information is the only reason to fill in the ‘SES’ bubble (for Title I purposes) on the SIS or SIF. The information is not to be used for any other purpose or shared with/provided to any other individual, program, or entity for any reason whatsoever. Additionally, federal law mandates a fine of not more than \$1,000.00 or imprisonment of not more than one year, or both, to a person authorized to receive SF/RP meal status information who divulges, discloses, or uses the information in any manner or to any extent not authorized by law.”

Step 6

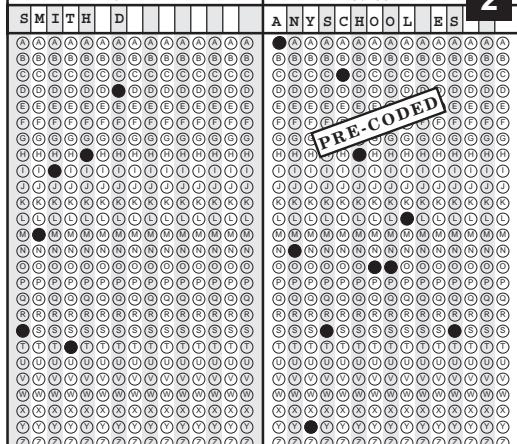
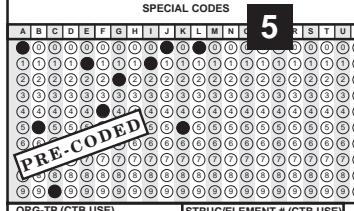
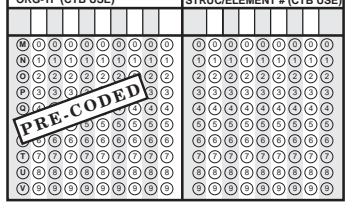
Check Group Information Sheet (GIS)

.....

► Instructions for the School Test Coordinator

The Group Information Sheet (GIS) provides data that will appear on your reports. **It is essential that a complete and accurate GIS be placed on top of each stack of test books whose scores are to be reported together.**

Some information may have been filled in (pre-coded) for you, while other information must be hand-entered. Check both the pre-coded and hand-entered material for accuracy. If any pre-coded information is not accurate, notify your District Test Coordinator. **Please note that the GIS is a scannable document and cannot be photocopied.** A sample GIS is shown below. Instructions for checking the GIS are on Page 33.

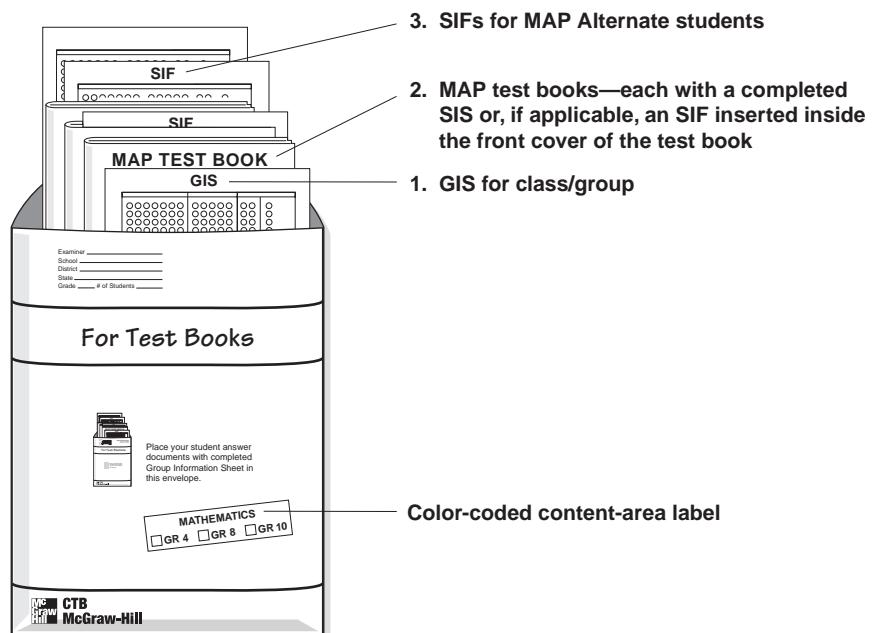
1 TEACHER NAME SMITH D	SCHOOL NAME ANY SCHOOL ES	2 Number Students Testing 0 2 0	3 GRADE 4 ○ 8 ○ 9 ○ 10 ○ 11 ● 12+ ○ Ungraded
 <div style="position: absolute; left: 520px; top: 475px; transform: rotate(-45deg);">PRE-CODED</div>		 <div style="position: absolute; left: 480px; top: 725px; transform: rotate(-45deg);">PRE-CODED</div>	
 <div style="position: absolute; left: 480px; top: 825px; transform: rotate(-45deg);">PRE-CODED</div>		5 Organization Name: MAP Spring 2004 Element/District Name: CENTRAL SO #: _____ State: MO McGraw-Hill CTB McGraw-Hill <small>Published by CTB/McGraw-Hill, 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 1996 by CTB/McGraw-Hill. All rights reserved.</small>	
6 81119			

GIS to accompany test books

When you check this...	look for this:
1 Teacher Name	The teacher's last name must be printed in the boxes, followed by the first name or initial, if needed. Under each box, the circle with the corresponding letter must be filled in.
2 School Name	In most cases, the school name has been pre-coded. If not, the school name must be printed in the boxes and the corresponding circles filled in.
3 Number Students Testing	<p>The number of students whose test books are grouped with this GIS must be printed in the boxes and the matching circles filled in. Be sure to include MAP Alternate students in your total. Use leading zeros if needed. For example, to indicate 20 students, write and fill in 020.</p> <p>Remember, in order to account for all students, a completed SIS, located on the back of the test book, or a completed SIF must be turned in for every eligible student. Use only current year SIFs.</p>
4 Grade	The correct circle for the grade must be filled in.
5 Special Codes	This information has been pre-coded with the county, district, and school code numbers. The county code number is in columns A, B, and C. The district code number is in columns E, F, and G. The school code number is in columns I, J, K, and L.
6 Organization Name, Element/District Name, SO #, and State	This information has been pre-coded.

After the GISs have been checked for accuracy, place the following items in the large white envelope in the following order:

1. GIS for the class/group
2. MAP test books
3. SIFs for MAP Alternate students



If there is more than one envelope per Examiner, put the GIS in the Examiner's first envelope with as many test books as will fit. Then use as many envelopes as needed for the remainder of the books and MAP Alternate students' SIFs. (See Pages 10 and 11 for information on the proper handling of the Large Print and Braille editions of the test books.)

Affix a color-coded content-area label to the front of the envelope. Be sure to complete all information requested on the large white envelope to avoid delays in scoring.

IMPORTANT: DO NOT seal the envelope. The DTC will verify the contents prior to sealing the envelope.

Step 7

Complete the School/Group List

.....

► Instructions for the School Test Coordinator

The School/Group List is CTB/McGraw-Hill's way of double-checking that we have received all your test books. You should have received one School/Group List for each content area.

Every GIS completed for your school should have an entry on the School/Group List. (Please see "Testing Group" on Page 6 for more information.) The district name, school name, county code number, district code number, and school code number have been preprinted on the School/Group List for you. Please write the name and telephone number of the contact person in the spaces provided. List each testing group in your school. Indicate teacher or group name, grade, total number of students (tested, MAP Alternate, invalidated, and absent all sessions), and unused test books that you are returning.

The School/Group List may be photocopied if additional space is needed to accommodate your school. Please keep a copy of each School/Group List for your records.

A sample School/Group List is shown on Page 36. Instructions for completing the School/Group List are given on Page 37.

• • • • • In this area...

do this:

1 District Name	Check that the district name has been preprinted.
2 School Name	Check that the school name has been preprinted.
3 County and District Code	Check that the county and district codes have been preprinted.
4 School Code	Check that the school code has been preprinted.
5 Contact Person, Phone Number	Provide a contact person's name and phone number. The contact person is usually the School Test Coordinator.
6 Teacher or Group Name, Grade, Number of Students	<p>List the following information:</p> <ul style="list-style-type: none">• each teacher or testing group's name exactly as it appears on each GIS (for more information, see "Testing Group" on Page 6)• grade level• total number of students (tested, MAP Alternate, invalidated, and absent all sessions) in the Number of Students column <p>NOTE: In order to account for all students, a completed SIS, located on the back cover of the test book, or a completed SIF must be received for every eligible student. Please use current year SIFs only.</p>
7 Number of Unused Test Books	Indicate the number of unused test books that you are returning. All test books must be returned. (See Step 4, Page 22, for more information regarding the return of unused testing materials.)

Step 8

Complete the MAP School Building Survey

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► Instructions for the School Test Coordinator

One MAP School Building Survey must be completed for **each** content area tested and **each** grade tested in your school. Please fill in all requested information using a No. 2 pencil. The school principal must sign this document before it is returned to the District Test Coordinator.

If you need more copies of the MAP School Building Survey, contact the Missouri Assessment Program Service Line at 1-800-544-9868 and select option “2.” **Please note that this is a scannable document and cannot be photocopied.**

<p>●</p> <p>MAP School Building Survey</p> <p>Note: One copy of this form must be completed for each grade and each content area tested within a school building. Failure to provide this information can delay release of testing results.</p>																																																																																																				
1 <p>MAP Assessment (Mark only one circle)</p> <input type="radio"/> Communication Arts <input type="radio"/> Mathematics <input type="radio"/> Science <input type="radio"/> Social Studies	<p>School Building Name _____</p> <p>School Building Address _____</p> <p>Telephone () _____</p>																																																																																																			
2 <p>County-District-School Building Codes</p> <table border="1"> <thead> <tr> <th colspan="3">County</th> <th colspan="3">District</th> <th colspan="3">School</th> </tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>0</td> <td>0</td><td>0</td><td>0</td> <td>0</td><td>0</td><td>0</td> </tr> <tr> <td>1</td><td>1</td><td>1</td> <td>1</td><td>1</td><td>1</td> <td>1</td><td>1</td><td>1</td> </tr> <tr> <td>2</td><td>2</td><td>2</td> <td>2</td><td>2</td><td>2</td> <td>2</td><td>2</td><td>2</td> </tr> <tr> <td>3</td><td>3</td><td>3</td> <td>3</td><td>3</td><td>3</td> <td>3</td><td>3</td><td>3</td> </tr> <tr> <td>4</td><td>4</td><td>4</td> <td>4</td><td>4</td><td>4</td> <td>4</td><td>4</td><td>4</td> </tr> <tr> <td>5</td><td>5</td><td>5</td> <td>5</td><td>5</td><td>5</td> <td>5</td><td>5</td><td>5</td> </tr> <tr> <td>6</td><td>6</td><td>6</td> <td>6</td><td>6</td><td>6</td> <td>6</td><td>6</td><td>6</td> </tr> <tr> <td>7</td><td>7</td><td>7</td> <td>7</td><td>7</td><td>7</td> <td>7</td><td>7</td><td>7</td> </tr> <tr> <td>8</td><td>8</td><td>8</td> <td>8</td><td>8</td><td>8</td> <td>8</td><td>8</td><td>8</td> </tr> <tr> <td>9</td><td>9</td><td>9</td> <td>9</td><td>9</td><td>9</td> <td>9</td><td>9</td><td>9</td> </tr> </tbody> </table>	County			District			School			0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	
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<p>5 <p>Total Number of Students Enrolled</p> <p>All students enrolled at this grade must be accounted for on this form in order to ensure accurate and prompt testing results. In the grids below, bubble in the number of students who are MAP Alternate, the number of students who were absent from all testing sessions, and the total number of test books that are being returned for scoring. The sum of the students in the three categories below must equal the total number of students enrolled at this grade as recorded above.</p> <table border="1"> <thead> <tr> <th colspan="3">MAP Alternate</th> <th colspan="3">Number of Students Absent from All Testing Sessions</th> <th colspan="3">Number of Test Books at This Grade Returned for Scoring</th> </tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>0</td> <td>0</td><td>0</td><td>0</td> <td>0</td><td>0</td><td>0</td> </tr> <tr> <td>1</td><td>1</td><td>1</td> <td>1</td><td>1</td><td>1</td> <td>1</td><td>1</td><td>1</td> </tr> <tr> <td>2</td><td>2</td><td>2</td> <td>2</td><td>2</td><td>2</td> <td>2</td><td>2</td><td>2</td> </tr> <tr> <td>3</td><td>3</td><td>3</td> <td>3</td><td>3</td><td>3</td> <td>3</td><td>3</td><td>3</td> </tr> <tr> <td>4</td><td>4</td><td>4</td> <td>4</td><td>4</td><td>4</td> <td>4</td><td>4</td><td>4</td> </tr> <tr> <td>5</td><td>5</td><td>5</td> <td>5</td><td>5</td><td>5</td> <td>5</td><td>5</td><td>5</td> </tr> <tr> <td>6</td><td>6</td><td>6</td> <td>6</td><td>6</td><td>6</td> <td>6</td><td>6</td><td>6</td> </tr> <tr> <td>7</td><td>7</td><td>7</td> <td>7</td><td>7</td><td>7</td> <td>7</td><td>7</td><td>7</td> </tr> <tr> <td>8</td><td>8</td><td>8</td> <td>8</td><td>8</td><td>8</td> <td>8</td><td>8</td><td>8</td> </tr> <tr> <td>9</td><td>9</td><td>9</td> <td>9</td><td>9</td><td>9</td> <td>9</td><td>9</td><td>9</td> </tr> </tbody> </table> </p>		MAP Alternate			Number of Students Absent from All Testing Sessions			Number of Test Books at This Grade Returned for Scoring			0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9
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<p>I hereby certify that the information provided on this MAP School Building Survey form related to grade level enrollment, MAP Alternate students, students absent from all testing sessions, and students tested is complete and accurate.</p> <p>_____</p> <p>Building Principal _____</p>																																																																																																				
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do this:

1 MAP Assessment	Fill in the circle corresponding to the content area. Only one circle should be marked. Remember, a separate Building Survey must be completed for each content area and grade tested.
2 School Building Name, School Building Address, Telephone	Write the name, street address, and telephone number of the school on the lines provided.
3 County-District-School Building Codes	Print the numbers in the boxes and bubble the corresponding circles.
4 Grade Level of Students	Only one circle should be marked. Remember, you will complete a separate Building Survey for each grade and content area tested in your school.
5 Number of Students Enrolled at This Grade	Record the total number of students enrolled at the grade indicated in 4 . The total number of students enrolled will equal the total from all grids in 6 below.
6 Total Number of Students Enrolled	Print the numbers in the boxes and bubble the corresponding circles. Use leading zeros if needed. For example, to indicate 90 students, write and fill in 090. NOTE: Inclusion/exclusion of special populations should have been determined prior to testing. For more information on “Inclusion of Special Populations,” see Pages 7 and 8. Record the number of students who were absent for all testing sessions as reported to you by the Examiners. The number of SISs and SIFs should reflect the number of students eligible to test (including incomplete and invalidated tests).

Step 9

Organize Materials for the District Test Coordinator

.....

► Instructions for the School Test Coordinator

Once the MAP School Building Survey and the School/Group List(s) have been completed, the School Test Coordinator's last task is to deliver to the District Test Coordinator the following materials in the order described below, with the first item on top.

- **School/Group List(s)**
- **All MAP School Building Surveys (grouped together)**
- **Security Barcode Verification Forms**
- **Mathematics Materials**
Envelopes containing the Group Information Sheet (GIS) and Mathematics test books are grouped by Examiner (i.e., envelopes from Examiner #1, followed by envelopes from Examiner #2, etc.). Affix the appropriate color-coded content-area label to the envelope.
- **Social Studies Materials**
Envelopes containing the GIS and Social Studies test books are grouped by Examiner (refer to the above grouping).
- **Communication Arts Materials**
Envelopes containing the GIS and Communication Arts test books are grouped by Examiner (refer to the above grouping).
- **Science Materials**
Envelopes containing the GIS and Science test books are grouped by Examiner (refer to the above grouping).
- **Unused Test Books**
Envelopes contain the unused test books from all content areas. Ensure that the large white envelopes containing the unused test books have an Unused Books label affixed to the front.

Step 10 Package and Ship Testing Materials

► Instructions for the District Test Coordinator

Make sure that you have received all testing materials from each school in your district. Contact any School Test Coordinator who delays returning school testing materials to you. Verify that the School Test Coordinator has followed the instructions in this *Test Coordinator's Manual*.

CTB/McGraw-Hill has two scoring sites: one in Indianapolis, Indiana, and one in Salinas, California. Mathematics and Social Studies test books are scored at the Indianapolis site (yellow shipping label); Communication Arts and Science test books are scored at the Salinas scoring site (pink shipping label).

Do **not** return to CTB/McGraw-Hill

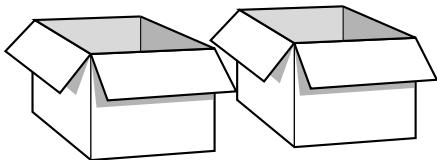
- *Test Coordinator's Manuals*
- Communication Arts Examiner's Manuals
- Mathematics Examiner's Manuals
- Science Examiner's Manuals
- Social Studies Examiner's Manuals
- unused SIFs
- unused GISs
- unused School Building Surveys
- unused School/Group Lists
- unused mailing labels
- unused white envelopes
- manipulatives
- reference sheets
- carbonless paper
- draft paper
- Security Barcode Verification Form Instructions

IMPORTANT: When packing your materials, ensure that you

- Pack each school's materials following the steps outlined in Sections 2 and 3, on Pages 42 and 43, keeping each school's materials separate.
Never place materials from different schools in the same box.
- Pack Mathematics and Social Studies materials together. Use the **yellow** shipping label. These materials will be shipped to **Indianapolis, Indiana**, for scoring. Pack Communication Arts and Science materials together. Use the **pink** shipping label. These materials will be shipped to **Salinas, California**, for scoring.

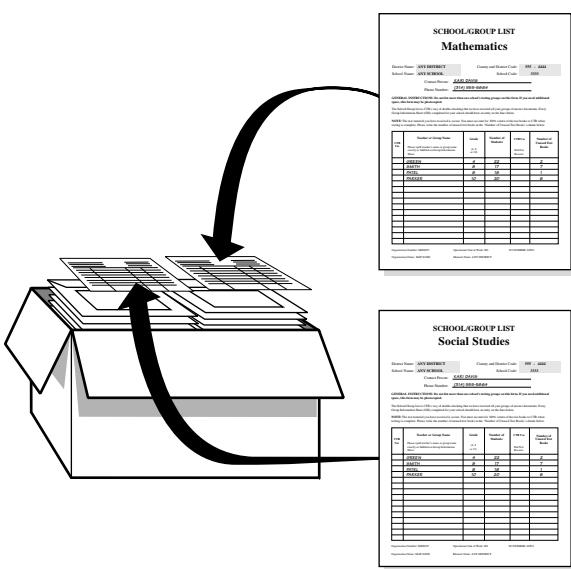
1 OBTAIN BOXES

Reuse the boxes in which the testing materials arrived. If necessary, obtain similar-sized boxes to return testing materials.



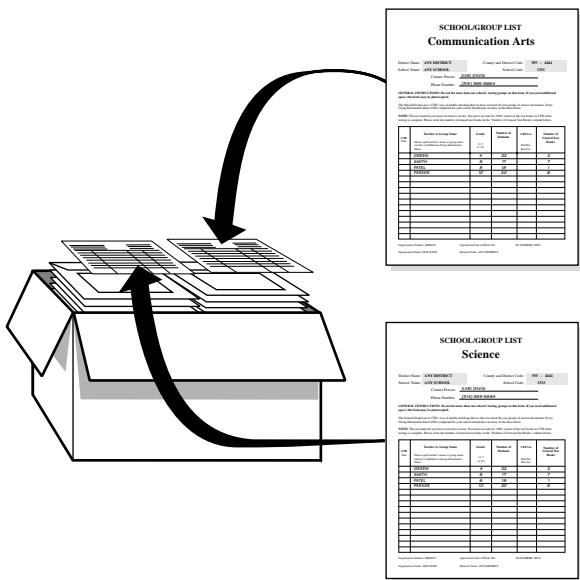
2 PACKAGE MATHEMATICS AND SOCIAL STUDIES MATERIALS

Seal the envelopes and place the following in boxes by school in the order shown below, with the first item on **top**.



3 PACKAGE COMMUNICATION ARTS AND SCIENCE MATERIALS

Seal the envelopes and place the following in boxes by school in the order shown below, with the first item on **top**.



- **School/Group List(s)** for Communication Arts and Science
- **All MAP School Building Surveys (grouped together)**
- **Security Barcode Verification Forms** (grouped together in Box 1)
- **Communication Arts Materials**
Envelopes containing the Group Information Sheet (GIS) and Communication Arts test books are grouped by Examiner (i.e., envelopes from Examiner #1, followed by envelopes from Examiner #2, etc.).
- **Science Materials**
Envelopes containing the GIS and Science test books are grouped by Examiner (refer to the above grouping of the Communication Arts materials).

4 PACKAGE UNUSED TEST BOOKS

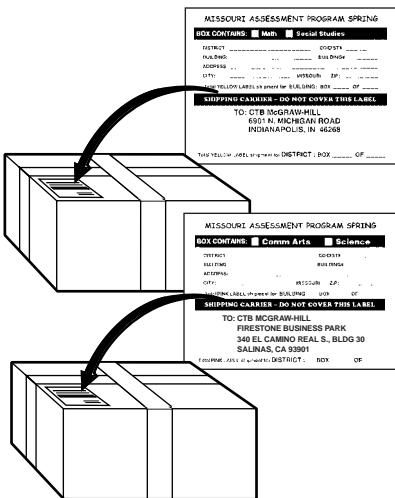
Pack all **unused** test books in their own box, separate from the used test books. (Include the used **and** unused Large Print and Braille editions with the unused test books.) Pack the **unused** test books for Mathematics and Social Studies separate from the used materials. Pack the **unused** test books for Communication Arts and Science separate from the used materials.

Seal all the envelopes containing the unused test books for Mathematics and Social Studies, and pack them in their own box. Seal all the envelopes containing the unused test books for Communication Arts and Science, and pack them in their own box.

5 ADD PACKING MATERIAL

Add enough packing material to hold the documents securely in place during transit. Then seal each box tightly with packing tape.

6 AFFIX SHIPPING LABELS



- Affix the yellow shipping label to the boxes containing Mathematics and Social Studies testing materials. (These materials are scored in Indianapolis, Indiana.)
- Affix the pink shipping label to the boxes containing Communication Arts and Science testing materials. (These materials are scored in Salinas, California.)
- **Number each set of boxes separately for each color-coded shipping label** (e.g., “1 of X,” “2 of X,” etc., for the yellow shipping labels and “1 of X,” “2 of X,” etc., for the pink shipping labels).
- Complete all of the information requested on the labels.
- Photocopy these labels as needed.

7 SCHEDULE TESTING MATERIAL PICKUP ONLINE

It will be your responsibility to schedule the pickup of your MAP testing materials using the new online process. Please schedule your pickup no later than **April 23, 2004, for Early Return Testing** materials and no later than **May 3, 2004, for Regular Return Testing** materials.

Instructions for scheduling the pickup of MAP testing materials:

- 1) Using any web browser for the Internet, go to <http://programs.ctb.com/mappickup>. The MAP pickup Web site is scheduled to become active on March 22, 2004.
- 2) The opening screen contains important information. Print a copy of this screen for your reference.
- 3) Enter your district number, your name, and your email address.
- 4) Review all of the site information. Update any information that is not correct. Please be sure that the email address listed is correct since it will be used to confirm your arrangements.
- 5) Enter the number of boxes by label color in the fields provided. You must enter a “zero” if you have no boxes of a particular label color. The entry for each label color **must** reflect the **exact** number of boxes that you have packaged, sealed, and labeled.
- 6) You may enter any comments about the shipment and/or pickup instructions in the “Comments” section.
- 7) When your entry is complete, click on “Submit.”

You will receive an initial email confirming receipt of the pickup order and a second email that will inform you of the exact arrangements (carrier, documentation procedures, date of pickup, etc.). This second email, which you should receive approximately 24 hours after submitting your order, is extremely important and will provide you with specific procedures for your pickup. It is critical that you read and follow the instructions carefully. Some carriers have their drivers bring the shipping documentation with them, and others email the documentation for you to print and have on hand on the pickup date.

If you need assistance scheduling the pickup of your materials, please call the Missouri Assessment Service Line at 1-800-544-9868 and select option “1.”



8 Questions

Please call the Missouri Assessment Service Line at 1-800-544-9868 between 7:30 A.M. and 7:30 P.M. Central Time and select option “1” with questions regarding return procedures described in this *Test Coordinator’s Manual*.